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ABSTRACT

This curriculum and instructor's guide were developed for adult literacy students to advance their literacy skills and prepare for the General Education Diploma exam using the information on the Internet via an online service. The report of the project that developed the curriculum describes the following project activities: computer technology and terminology were introduced through a lecture and hands-on exposure; the Windows environment was presented through the Windows tutorial and lecture; America Online was introduced via the use of a data panel, lecture, and hands-on learning; students used a DOS-based typing tutor to learn proper keyboarding skills; Microsoft Word was used to teach students basic word-processing skills and to prepare final reports; and students developed a 2-week travel itinerary by accessing America Online information for the reports and to send and receive electronic mail. Student responses, reports, and e-mail correspondences indicated students had gained sufficient computer and comprehension skills while using America Online and the other computer programs. The instructor's guide contains attachments intended to be used to facilitate curriculum use. The basic computer operation and information section provides a very general introduction. The America Online attachment is a brief summary of some information it presents. The student project on England is a detailed presentation of how the imaginary 2-week trip was planned. Student evaluations are also attached. (YLB)

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ED 402 488

Advancing Basic Skills Through the Use of Online Services

1995-1996 Special 353 Project
#98-6018

$4,998.00

Lauren Giguere-Project Director
Charlene K. Mann-Coordinator/Instructor

Lehigh Carbon Community College
Allentown City Site
609 Hamilton Mall
Allentown, PA 18101-2111
lcccallen@aol.com

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ABSTRACT

Title: **Advancing Basic Skills Through the Use of Online Services**

Project Number: 98-6018 **Funding**: $4,998.00

Project Director: Lauren Giguere **Coordinator/Instructor**: Charlene K. Mann

Telephone: (610) 776-1998 **E-mail**: lcccallen@aol.com

Address: Lehigh Carbon Community College
Allentown City Site
609 Hamilton Mall
Allentown, PA 18101-2111

Purpose: The project proposed to develop a curriculum and an instructor's guide for the adult literacy students to advance their literacy skills and/or prepare for the General Education Diploma exam utilizing the vast array of information stored on the information highway via an on-line service.

Procedures: The project began by introducing students to the concept of a new and exciting way of learning. Computer technology and terminology was introduced through a lecture period and hands-on exposure. The Windows environment was utilized through the use of the Windows tutorial and lecture. America Online was introduced via the use of a data panel, lecture, and hands-on learning. A DOS based typing tutor program, Instruct, was introduced and utilized by the students to learn proper keyboard skills. Microsoft Word, a word-processing program, was utilized to teach the students basic word-processing skills and to prepare final reports. A pre-compiled list of individuals willing to interact with the students as e-mail pen-pals was presented. (Those pen pals were from various countries such as Japan, Germany, and England.) The students, with instruction, developed a two week travel itinerary. America Online was used to access all information for the reports and to send and receive e-mail. The information accessed from America Online ranged from hotels, bed and breakfast establishments, passports, visas, to tourist activities, car rentals, rail passes, flight schedules, weather information, currency exchange rates and much more.

Summary of Findings: Student responses, reports, and e-mail correspondences indicated the students had gained sufficient computer and comprehension skills while using America Online as well as the other computer programs. Their literacy skills showed improvement while many new skills were developed and shared. Cooperative learning was an unexpected benefit of this project. Technology based learning activities need to become a part of all adult education programs.

Comments: Field testing of this curriculum indicated that there is an intense need to teach the adult learner a variety of technologies. Surfing the net was a very new experience for everyone in the class. A strong recommendation would be for each student to have individual computer access to America Online. The best way of mastering America Online is by actively searching rather than observing, using the hands-on approach.

Products: A curriculum package and an instructor's guide were developed.

Descriptors:

Introduction

Rational and Objectives

In today's society, it is critical for every adult to be computer literate and to know how to use the Internet in order to be employable and function in the real world. Recently, there was an article written by Jim Kelly for The Morning Call newspaper (April 1996). He refers to a list prepared by Richard Grudzinski, owner of the American Career Center in Allentown, PA. His list is entitled "Ten Things Every High School Student Needs to Know." Item number eight states the following: "The jobs to come are not known. In the next ten years, 50 percent of people will be employed in jobs that do not exist today. Technology had doubled from 1700 to 1900. By 1985 it had doubled again. Between 1985 and 2000 it will have tripled. It is a safe bet that many of these jobs will be in technology." A front page headline in the March 21, 1996, issue of The Morning Call stated; "WELL CONNECTED - A Pocono school district plugs into the internet ahead of the president's challenge." In that article there was a chart entitled "Hooked on the Internet" which stated that 50 percent of the U.S. public schools presently have access to the Internet from at least one site, as compared to 35 percent in 1994. As stated in Adult Literacy and New Technologies: Tools for a Lifetime; "Today a whole new information infrastructure is emerging, access to it depends on understanding and using a variety of technologies." Helping adults learn to use information tools, such as an on-line communication network, will promote independence and lifelong learning. The use of an on-line network will assist the adult learner in gaining decision making and critical thinking skills. The development of these skills is critical to the future of our society.

This project proposed to develop a curriculum package and an instructor's guide for adult literacy students to advance their literacy skills and/or prepare for the GED exam using an on-line service, specifically America Online. Many times,

students memorize math facts or grammar rules, but transferring these skills and applying them to everyday life can often be a problem. This curriculum package was designed so that the student was able to gain decision making and critical thinking skills in an exciting new way. The adult learner was able to see the significance of developing good reading comprehension skills necessary to understand the information found on the Internet. They had a practical reason to learn the proper sentence syntax, grammatical rules, and punctuation rules as they prepared their e-mail messages. This method of learning was extremely enjoyable to the students as compared to filling in the correct answer on a ditto sheet or writing a 200 word essay to be evaluated by the teacher. The students were fascinated to watch a weather map or a picture from a top news story develop on the screen. There was no comparison between this type of activity and asking a literacy student to read world and national news articles, a magazine, or to read a textbook. The use of computers and traveling on the Internet truly does add a new dimension to the learning process for the adult literacy student. The students were quite eager to investigate and explore ways to get to the source of the information on America Online. The students had to use critical thinking and decision making skills in order to decide whether to use the Travel Icon on America Online's Main Menu or go directly to the World Wide Web in order to get the currency exchange rate for England. This scenario repeated itself many times as the students searched the net for information. Using the Internet is a great way to teach adult literacy students to think of learning as a continuous learning process. There is a **huge wealth of knowledge** waiting to be explored behind the keyboard. It is imperative that the adult literacy student acquires the skills necessary to navigate through this storehouse of knowledge.

Time Frame

The project was conducted from July 1, 1995, to June 30, 1996, utilizing facilities at Lehigh Carbon Community College's Allentown City Site, located in center city Allentown. The instructional activities took place in one of the LCCC--City Site networked computer labs with 18 computer workstations. America Online is accessed from this lab. The project proceeded through three complete phases:

July 1 to October 15 Planning - Lehigh Carbon Community College hired the coordinator/curriculum developer to manage all phases of the project. The director hired the instructor and assistant to research and develop material in draft form.

October 15 to March 30 Instruction - The Instructor conducted field testing on the draft curriculum and provided on-going feedback and modification. Learner feedback was also on-going.

April 1 to May 30 Revision Modification and Production - During the final phase of the project, necessary changes were made to all materials and the final production and duplication of materials occurred.

Personnel

The **Project Director**, Lauren Giguere, has worked at Lehigh Carbon Community College for over 12 years. Ms. Giguere serves as Director of Literacy and Job Training programs, as well as administrator of the LCCC--City Site in center city Allentown. Ms. Giguere develops GED preparation, Adult Basic Education, English as a Second Language and short-term training programs specifically for economically and educationally disadvantaged populations in Allentown. These programs are located at the City Site, the public assistance office, the county prison, drug and alcohol rehab centers, three homeless shelters, as well as several factories and community based agencies. She also serves as Vice President of the Hispanic Business Council and on five boards in community organizations that work with disadvantaged individuals.

The **Coordinator/Instructor**, Charlene K. Mann, has seven years experience in the field of adult education, as well as a strong background in public school education. She has been employed by Lehigh Carbon Community College in the capacity of an ABE/GED instructor for adult students attending literacy classes, for residents of a drug and alcohol facility, and for students in the education program at the Lehigh County Prison. Mrs. Mann has earned a B.S. and a Master's degree from Shippensburg University. She has also taken graduate credits in areas of math and reading at Cedar Crest College and Kutztown University respectively. She is currently enrolled in a 30 credit

certificate program at Lehigh Carbon Community College in the area of Computer Networking.

The **Staff Assistant**, Dawn Ziegler, was employed by Lehigh Carbon Community College as an Assistant Instructor in a clerical program for six years. She has a vast array of computer skills and experience which she shares with staff and students alike. Ms. Ziegler is currently employed by the U. S. Postal Service as a Data Conversion Operator. Ms. Ziegler is also pursuing an associate's degree in Computer Information Systems at Lehigh Carbon Community College.

Audience and Dissemination

This report has been prepared for use by ABE/GED practitioners who are interested in integrating computers and on-line services, specifically America Online, into their curriculum. Copies of this report, curriculum package, and instructor's guide, developed through this project, are on file with the Pennsylvania Department of Education, Division of Adult Basic and Literacy Education Programs, and advanced at 333 Market Street Harrisburg, PA 17126-0333. Copies are also on file with the Western Pennsylvania Adult Literacy Resource Center, 5347 William Fly Highway, Route 8, Gibsonia, PA 15044-9644, and with the Lehigh Carbon Community College, 4525 Education Park Drive, Schnecksville, PA 18078.

Final Report

This project proposed to develop an Instructor's Guide and a Curriculum Package to encourage the use of an on-line service in the classroom. It was designed for use with adult literacy students to help advance their learning skills and/or prepare for the GED exam using an online network. The instructor's guide was to include a) an overview on why providers should use an on-line service in the classroom, b) the different on-line services that are available and the hardware necessary to be in operation, and c) instructions to guide students through an entire project using America Online. The curriculum package was to include reading, writing, mathematics, social studies, science, and critical thinking skills assignments using America Online.

The Instructor's Guide and Curriculum Package were produced and are easily replicated and exportable to other agencies that desire programming for adult literacy students. The project conducted field testing using the newly developed curriculum. Modification took place during each phase of the field testing. Outcomes of the field testing included:

Determination of differences of learner entry level capabilities
Instructional strategies which met with greatest success
Learner preferences for content and delivery
Learner evaluation of the project

The students were introduced to the use of computers by explaining how to use the tutorial which is part of the Windows environment; they continued to practice using the mouse as they learned how to play the card game of Solitaire. This continued to be a favorite way to practice using the mouse. America Online was introduced to the students with the computer connected data panel. We were able to project the computer screen onto the wall so that all of the students in the room would have a good view of the one computer screen. A typing tutor, Instruct, was used to help the students develop some skill with the keyboard. Some basics of Microsoft Word, a wordprocessing program, were mastered by the students as they prepared their e-mail messages and parts of their final

report on the country to which they chose to travel. The students were given an imaginary budget of $10,000 to travel for two weeks to a foreign country. The students were required (with the guidance of the instructor and the assistant) to navigate through America Online and the Internet to retrieve information on everything that would be needed to make the trip. The instructor and the assistant spent a great deal of time doing preliminary searches on the World Wide Web to make the class time more valuable for the students. Yahoo, located on the WWW, is a great search engine (http://www.yahoo.com). It took us in the right direction to get the necessary information. The Frommer's City Guide was another excellent source of travel information. The students printed everything that was available for travel to the city of London, England; the information printed onto a stack of paper that was at least two inches thick! Frommer's City Guide gave the students information on how to get a visa, the type of clothes to pack, tourist sites to visit, and a list of hotels. It also provided information on flight, train, and boat schedules, and many other pieces of detailed information about the city of London.

The students then proceeded to develop a pen-pal relationships via the use of electronic mail; there was a great deal of interest in this concept. We were quite fortunate in being able to find some very caring individuals who were willing to be pen-pals and also willing to answer the many questions that were asked by the students. The students were asked to write a summary of evaluation of the project. They were asked what they had gained from being involved in this project. Did they feel more comfortable with using computers and did they learn how to access a part of the storehouse of knowledge on America Online? The instructor and assistant continuously gave feedback and evaluation to the students as the students prepared e-mail letters, completed typing lessons, learned new word-processing terminology, and learned how to do research on America Online. The students were very eager to accept the evaluation and be guided to the right technique to use to accomplish the task.

Conclusions

All of the objectives of this project were met. A consensus of opinion of the staff and the students at the end of the project was that the students learned most effectively by using a hands on approach. There was continued practice and improvement in the five basic skill areas of the GED exam. The students' command of English skills increased a great deal as the students were guided in the correct formation of e-mail letters. There now seemed to be a real purpose for learning English rules. The same type of learning also seemed to be apparent in relation to reading comprehension; the higher level skills of application and evaluation acquired more meaning for the students as they were searching America Online for the necessary information to use in their reports.

The computer lab should have had more than one computer connected to America Online. Each student needs to work on-line to surf the net or to compose e-mail correspondence during each class after the student learns basic computer skills. At the beginning of the project, class was held once a week for two and a half hours; class time did increase to twice a week midway through the project. A suggestion would be for a two hour class to be held twice a week from the beginning. The student needs to have a shorter time span between classes in order to develop a certain level of comfort in working with the computer and America Online. A week's time span between classes is too long for the student to retain all the new skills that he/she is learning.

The project director and the coordinator/instructor made a presentation at The 9th Annual Computers and Adult Literacy Conference, co-sponsored by Drexel University and the Philadelphia Mayor's Commission on Literacy on Tuesday, May 7, 1996. The presentation outlined ways for adult educators to

integrate the use of America Online into their curriculum. The coordinator/instructor and a student were guest speakers at a local Rotary Club breakfast meeting to inform the local business leaders how America Online and computer technology can be integrated into an adult literacy program.

INSTRUCTOR'S GUIDE

This guide was prepared to be used with adult literacy students who need to advance basic literacy skills and/or prepare for the GED exam using an on-line service. This particular program of curriculum development was used in conjunction with GED preparation class work. The program was a voluntary enhancement to the five morning a week class which the students attended for twelve week segments. The primary resource for this guide was America Online, a commercial service that has many different sources of information and services available to students and staff. The opportunities related to learning and communication are **virtually unlimited** with the use of America Online in the classroom. Because the purpose of this project was for students and staff to become familiar with on-line services and for the students to use information tools, the only textbook used was one on how to use America Online. Various techniques were demonstrated in the classroom to show the students how to access the information that they needed to have in order to complete their assignments. Auxiliary information and instructions were also provided to the students so that they could develop ongoing research techniques which will empower them with confidence in living and working in a technology-based learning environment.

The information provided in this guide was developed by the instructor and staff assistant. Many hours were spent trying to find the most expeditious way to get to the necessary information which was somewhere in the huge database of information on America Online. Most of this information was found by trial and error. It is important to note that anyone without experience with online services, who chooses to teach this curriculum, needs to designate a specific number of hours for the staff to have time to explore online. It is fun; it is exciting; it is challenging, but it does take time. The most efficient method of getting the information was then disseminated to the students in the class. However, there

were also times when the student was told only the type of information to locate. The purpose of that type of search was for the student to develop critical thinking and good decision making skills. It is imperative for the adult literacy student to be able to develop self-direction in the use of electronic resources. This development is critical to the future of our society.

The outcomes of the field testing of the curriculum included the following results:

1. **Determination of differences of learner entry level capabilities**
   It was determined that the ABE/GED student with a higher level of reading comprehension would be more successful with this specific type of curriculum than a student with a lower level of reading comprehension. The lower reading level student would need to have more prerequisite practice of basic computer skills, grammar skills, and reading comprehension in order to develop the critical thinking skills needed to navigate through America Online.

2. **Instructional Strategies which met greatest success**
   Originally, a data panel was used to project the America Online menu screen onto the wall for all of the students to see as the basics of AOL were being explained by the coordinator/instructor. It was later decided that it would be better to have at least one connection to America Online for every two students. The student definitely needs to work at the keyboard in order to have learning occur when using AOL. The student needs to know exactly where to position the arrow on the monitor before double clicking the mouse to have it change to an hourglass. The learning does not occur when the student is **told** how to complete a task on the computer. Optimum learning occurs when the student is guided through the task with a **hands on approach**. This is so very important when the student is learning how to use AOL. Each address for the World Wide Web must be typed **correctly** in order for the student to access the web site. If the student has only typed one / (forward slash) instead of two, he will get a message that says it was incorrect address; try again. The student is much more likely to remember the importance of typing the address correctly, if he/she has to go back and redo it. This is just one example of an **INFINITE** number of situations where the student has to use a hands on style of learning with this curriculum.

3. **Learner preferences for content and delivery**
   The students indicated that they preferred to navigate through America Online with teacher assisted guidance rather than have the teacher use a lecture approach. The students were **very eager to learn** with a totally new approach; they were anxious to use AOL.

4. **Learner evaluation of the project**
   The students had a very positive evaluation of the project. They expressed a very good feeling about being able to have the opportunity to work with the newer forms of technology. They also felt that they could share their new knowledge of technology with their children.

The coordinator/instructor and the staff assistant developed a list of countries to which the students could travel for an imaginary two week period. They had an imaginary budget of $10,000.00. They also had the option of traveling alone or traveling with a friend or family members; total expenses for the trip had to fit into the $10,000.00 budget whether it was for one, two, three, or four persons. The students were encouraged to do comparative pricing to find the best way to get the most for their money. Would it be better to take a cruise to England or would it be cheaper and more enjoyable to travel there by plane? This created a basic understanding of money management using such basic skills as adding, subtracting, multiplying, dividing, as well as using decimals and percents.

The countries of Japan, England, and Germany were chosen for this particular project; however, other countries could also be selected by another instructor. The students learned a great deal about geography and the concept of a global world during the initial discussion of the project. The students were guided in their search to locate these countries on a map and to be aware of their location in relation to the foreign country. Many adult literacy students are very unaware of geography outside of their own city and state. Several interesting discussions developed from the map searches of certain cities in Japan, Germany and England.

Students researched places in which they were interested touring while visiting in these countries such as landmarks, museums, and other tourist attractions. Students learned about the culture, population, and industry of the countries they chose.

Reading and writing skills were strongly emphasized throughout the project. Students constantly had to read, think, and organize the material they printed from the America Online database. The students learned how and where to apply for passports and visas. They learned that foreign countries have a different type of currency and that there is an exchange rate listed for most countries on America Online under the Travel Icon on the Main Menu. They learned the meaning of yen, pound, deutsch mark, etc.

The importance of using correct writing skills was quickly recognized when e-mail letters were formulated. The students truly wanted to be sure that the correct grammar, punctuation, word choice, and sentence syntax were being used. They felt this was important since some e-mail messages were being sent to people who did not have English as a first language. The students were very conscious of the possibility of misrepresenting the English language. At this point into the project, it was very helpful to have a one to one teacher/student ratio. As the project progressed, some of the students were able to help others in the class to improve their writing skills. A technology based curriculum lends itself well to cooperative learning. All of the students expressed an eagerness to develop and improve their writing skills. When students are writing to inform real people, they care about what they say, and they work until they have learned the grammatical structures and vocabulary necessary to communicate their message.

In order to explain their own reality to others, the students examine it themselves, attempting to understand what is happening around them. This project required the students to look at their own lives in relation to community, family values, cultural values, the economy, and government structure, etc. The students also had now developed a realistic reason to broaden their scope to a national and international level when they listened to the news and read the newspaper. The student now could interact via e-mail with a pen pal who lived

in a country where President Clinton had visited or where the "Mad Cow Disease" presented a health problem.

The basic computer skills of keyboarding and word processing were addressed to enable students to begin their journey with relative ease. A typing tutor program, Instruct, was used by all of the students; it is a very individualized program. Each student starts at his/her own level of typing competency and progresses through each level at his/her own rate of speed. There is a great deal of built in practice time and frequent opportunities for students to self evaluate their typing skills and typing speeds. The students were quite happy to show their improved results to the instructor or the assistant. Most any typing tutor program can be used in the classroom setting since many are individualized. Most of the students in this project were novices to the keyboard; however, there were a few students who did not need to start with beginning typing lessons. They could start with an advanced lesson and be challenged at their own level. A brief computer history was also included to give the students some understanding of computer technology.

Student interest level remained high with this project due in a large part to the pen-pal relationships that were developed via the use of e-mail. It was probably one of the highlights of the entire project. The students always anticipated seeing the message "You have Mail" on the Main Menu of America Online. The instructor/coordinator and staff assistant did an extensive search on-line to procure an appropriate list of pen-pals with whom the students could communicate. This process required a great deal of time. A few of the pen-pals to whom the students sent a message did not respond to the message. The final e-mail addresses of the pen-pals for this project were taken from the following sites on the World Wide Web:

http://www.start.com/start/penpal2.html
http://www.comenius.com/keypal/
http://alpha.solutions.net/rec-travel/general/penpals.html
http://193.117.1.2/anjy/services/pen pal/list-ag.htm

http://193.117.1.2/anjy/services/pen pal/list-hm.htm

The instructor/coordinator was also able to obtain a list of foreign students enrolled in a computer class attending Drexel University. The students at Drexel University were very willing participants as they had a strong need to interact with English speaking students. The coordinator/instructor also subscribed to an e-mail pen pal club operated by a member of America Online; the e-mail address for the club is EMAILClub@delphi.com.

There is an endless list of e-mail pen pal addresses; the list becomes more defined when the parameters of a specific country and a willingness to correspond with literacy students are added to the profile. It is also important to remember that some pen pals from Europe and Asia on the list would like to participate but do not have a command of the English language even to begin a very basic level of correspondence in English.

The instructor/coordinator and staff assistant strongly suggest the use of **"Yahoo"** as a way to navigate through the World Wide Web. Across the top of the America Online main screen is the Menu Line. From this menu is the command **"GO TO"**. The students were taught to get a drop down menu by clicking on those words with the mouse. **"KEYWORD"** was then selected from the menu. At this point a dialog box appears on the screen. In the Keyword text box the student must type in a word or words that describe the search or the web site; the student then types http://www.yahoo.com. When the next screen appears, there is another dialog box to use to type in the words to begin the search, or the student may double click on one of the individual categories that is listed. The instructor/coordinator chose to use the dialog box as the most efficient way to continue with the search for pen pals. An example of information typed into the dialog box was pen pals-England, pen pals-Japan, or pen pals-Germany. A pen pal list could also be found when the category of society and culture was selected from the Yahoo home page. There are numerous routes

and highways to take to get the same information; it depends upon the user's preference when traveling on the information super highway as to the route taken.

It is important to note at this time that the original search for the pen pal list was done without the students being present. The lists need to screened carefully before being presented to the students. The instructor/coordinator and staff assistant strongly recommend for the pen pal list to be established first, and the selection of countries to which to travel then be selected accordingly. This procedure would represent a more efficient use of time than if the countries are chosen first.

The students were then shown how to compose an e-mail message and how to type the address precisely in the correct box. The students also discovered how to store addresses in the online address book and how to attach a file. This is all carefully explained in detail in the America Online text book. All of the students used a form letter prepared by the instructor to introduce themselves to the pen pal. After the students received a response message, the messages were then individualized by the students.

As soon as the pen pal relationships were established, the search for the travel information began. There are many ways to get that information. The Frommer's Travel Guide seemed to have the most inclusive information available for any city or country to which one would want to travel. The Travel Icon was selected from AOL's Main Menu and the Frommer's City guides was selected from that screen. Everything anyone could possibly need for traveling is available under that heading. The students were also directed to find the weather forecasts and the weather maps for the city to which they were traveling. Weather was chosen from the Travel Resource list, then international weather, on to international cities forecasts, followed by Europe travel forecasts. This produced a weather map for that particular day. The student could also get

a complete listing of the high and low temperatures for all of the major cities of Europe.

The following address was used from keyword search: http://www2.eng.cam.ac.uk/~94mab/uk/. This address was discovered by the instructor/coordinator during a Yahoo search for travel to England. It produced an eleven page document entitled "The Cambridge UK/US Dictionary"; it contained the definite dictionary of terms, slang, expressions, and public figures unique to the United Kingdom, written from an American perspective.

There is a mammoth storehouse of knowledge and information available for use through America Online. Several requirements are necessary to run the America Online application program. A 386 (or higher) Personal Computer, Windows 3.1 or higher, a mouse, at least 8 megabytes of random access memory, a hard disk with 2.5 Mb of free space, a 3.5" floppy disk drive, a 14,400 bp modem, and a telephone line. America Online can also be run as a DOS application with lesser equipment, but the Windows environment makes the application run much easier than the DOS application.

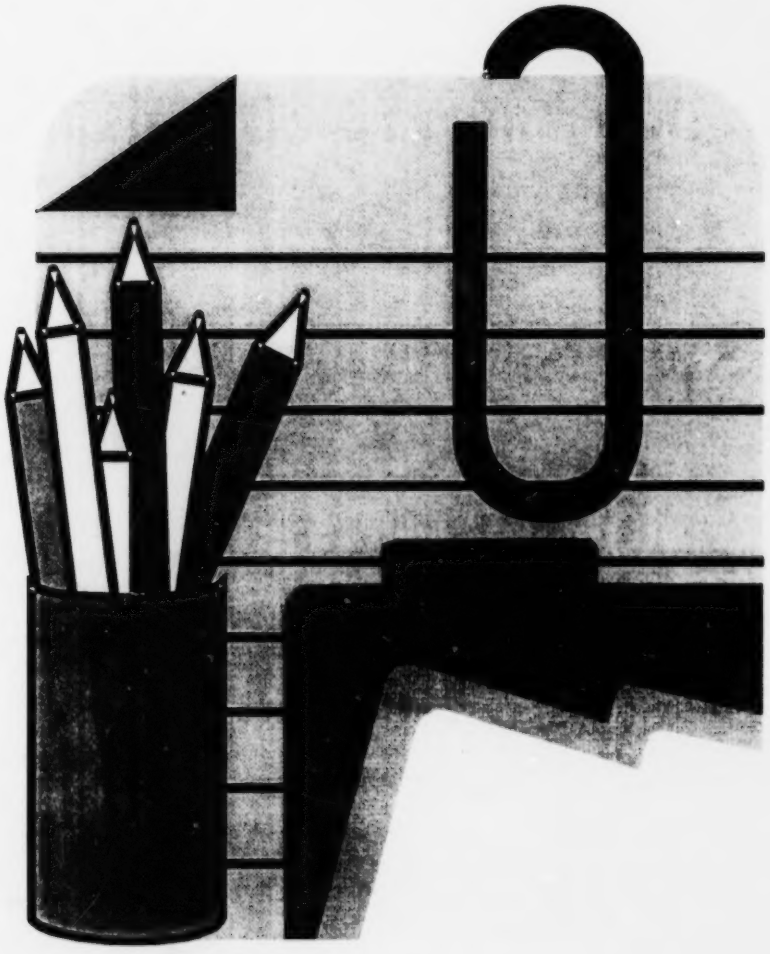
"Tell me and I'll forget.
Teach me and I'll remember.
Involve me and I'll learn."

Attachments

The following pages included in the attachments are intended to be used as a guide to facilitate the use of this curriculum. The basic computer operation and information section is a very general introduction for students who do not have any knowledge about computers. The America Online attachment is a brief summary of some of the information presented in the America Online text. It is meant to be used as a supplement to and not a replacement for the actual text. If a staff member is experienced in the use of America Online, then the summary could be used in place of the text. The student project on England is a detailed step by step presentation of how the imaginary two week trip was planned. The coordinator/instructor recommends that this same format could be used for travel to any city or country. The student evaluations are included to show what aspects of the curriculum were helpful to the students. There are endless possibilities as to how this curriculum could be adjusted and revised to meet individual students' needs by the creative teacher.

BASIC COMPUTER

OPERATION & INFORMATION



LEHIGH CARBON
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ALLENTOWN CITY SITE

WHAT IS A COMPUTER?

A computer is an electronic device, operating under the control of instructions stored in its own memory unit that accept data, process data arithmetically and logically, produces output from the processing and stores the results for later use.

THE INFORMATION PROCESSING CYCLE

⇦ STORAGE ⇦

INPUT ⇨ PROCESSING ⇨ OUTPUT

ALL COMPUTERS PERFORM BASICALLY THE SAME FOUR OPERATIONS:

Storage--Data which is stored electronically on a storage device such as a floppy disk or the hard drive of your computer for future use.

Input--Data--Raw Facts keyed into the computer via the keyboard.

Processing--Mathematical calculations the computer uses to sort and identify the keyed in data.

Output--Data that is generated from the sorted and identified information in the form of SOFT COPY (on screen) or HARD COPY (a paper print-out) and is now useful information.

TYPES OF COMPUTERS

Super Computers can store enormous amounts of data and perform several tasks simultaneously and process data at high speeds. Super Computers are most commonly used for high level research, performed by government agencies and large corporations. Medical and weapons research, as well as weather forecasting, are performed with the help of super computers.

MAINFRAME COMPUTERS are less powerful than the super computer. A mainframe computer is still capable of storing and processing very large amounts of data. It can also be used by several hundred individuals each with their own terminal. Mainframes are used by universities, banks, and large firms.

MINICOMPUTERS are smaller than the Mainframe, but larger than a Microcomputer. Minicomputers can support multiple users, each with their own terminal and working at the same time.

MICROCOMPUTERS are also known as PC's or personal computers. Microcomputers are small enough to fit on a desk top. In most instances, microcomputers can only be used by one person at a time.

THE BASIC PARTS OF THE COMPUTER--HARDWARE

A basic computer system includes five basic parts: keyboard, monitor, printer, disk drive, and CPU or system unit.

KEYBOARD -- input device
The Keyboard is a common input device used to enter data and direct the operations of a program. A computer keyboard is similar to the keyboard of a typewriter. The computer keyboard has alphanumeric characters (numbers and letters) and functions keys (the F keys at the top of the keyboard) which can be programmed to accomplish specific tasks. There is also a numeric keypad on the right of the keyboard. This keypad is similar to the keypad on a 10-key adding machine or calculator.

MONITOR -- screen -- CRT(cathode-ray tube) -- VDT(video display terminal)
A monitor is a viewing device that displays the activities of the computer as they occur. It permits the user to read information produced by these activities and an output device.

PRINTER
A printer produces a hard copy of what is typed on the screen or saved in a file on a floppy disk. There are several types of printers:

impact printers - dot matrix printer, daisy wheel printer
non-impact printers - laser printer, inkjet printer

DISK DRIVE -- hard drive -- drive A -- drive B
A disk drive is a device which can transfer programs and data to and from the computer's memory and diskettes. A disk drive is also known as a storage device. Drives A and B allow data to be read from and written to a floppy disk.

CPU or System Unit -- memory-- input/output-- arithmetic logic unit

The CPU or system unit consists of some form of electronic memory and a storage device, as well as the basic instructions to perform the logical and arithmetic processing operations, and the input and output operations.

HOW THE COMPUTER WORKS

A computer works on a series of electrical impulses. The electrical impulses are represented by 0's and 1's or electricity off or on.

A 0 or 1 is called a bite.

8 bits = 1 byte

1 byte = 1 character

The letter A = 01000001 I = 01101100 1 = 00110001

1024 bytes = 1 K (kilo byte)

1000k bytes = 1 megabyte (1 M)

A 200 word document is approximately 1 K

MEMORY

ROM--Read Only Memory is a program built into the computer which directs and controls the basic input and output of the system. It is a storage device whose contents cannot be changed.

RAM--Random Access Memmory-The program, data and output (typed text on the screen) are placed here by the computer during a work session. The RAM can contain a number of different programs at a single time with a Windows application.

AUXILIARY STORAGE

A **diskette** is a circular piece of oxide-coated (rust!) plastic inside a protective covering that stores data as magnetic spots. The most common floppy diskette sizes are 5 1/4 and 3 1/2.

Floppy Drives were first designed so that data could be recorded only on one side of the floppy diskette. They are called Single-Sided Drives. The most common type of drive used today is the Double-Sided drive. This drive can read and write data to both sides of the diskette without removing the floppy diskette

and turning it over to use the other side as with the Single-Sided drives. The Double-Sided flopppy diskettes provide increased storage capacity because data can be stored on both sides of the circular piece of oxide-coated plastic

PERMANENT STORAGE DEVICES

5 1/4 inch	floopy diskette
(360 K)	double density
1.2 M	high density
3 1/2	floppy diskette
720 K	double density
1.4 M	high density

Hard Disk is another form of auxiliary storage. A hard disk contains one or more ridged metal platters coated with metal oxide material that allows data to be magnetically recorded on the surface of the platters. Most hard disks cannot be removed from the computer earning the name "fixed disks." The storage capacity of fixed disks for microcomputers range from five million characters to over 1 billion characters.

MEMORY IS MEASURED IN THE FOLLOWING MANNER

8 bits = 1 byte

1 byte = 1 character of information

1 kilobyte = 1,024 characters
64K = 1,024 X 64

1 megabyte = 1 million characters
64M = 1,000,000,000 X 64

1 gigabyte = 1 billion characters
64G = 1,000,000,000,000 X 64

Lehigh Carbon Community College

Allentown City Site

America Online

What's in This Booklet?

In this booklet you will find some of the America Online commands, instructions and shortcuts.

The first few pages consist of AOL commands. Read the instructions carefully.

Welcome to America Online

The following paragraphs describe the options you find in the Welcome screen.

- On the right side of the window, you see **information about the latest news and special features and services** you might want to check out further.

- At the bottom left of the Welcome window, you see an **icon showing whether you've received any E-mail (You Have Mail).** If you have America Online's default sounds activated, your sign-on is punctuated with a "Welcome" greeting, followed in a few seconds by a "You've Got Mail" announcement. Clicking on the You Have Mail icon brings up a directory of the mail you've received since you last logged on. (If you haven't received any E-mail, the icon is labeled No Mail).

- The Discover AOL option is your **gateway to exploring new features** and to finding your way around the service quickly.

- The last option on the Go To menu, Departments, takes you on to stage two, the **gateway to America Online's eight departments, shown by graphical icons**. This option is also available directly from the Go To menu.

Using the Departments Option (Ctrl+D)

The Departments option on the Go To menu is the **shortcut to take you to the graphic screen representing the eight main areas** of America Online.

Using the Keyword... (Ctrl+K)

The Keyword feature is a **fast and easy way to get anywhere online**. Just select this command from the Go To menu, or press the keyboard shortcut Ctrl+K. Then enter the keyword in the Keyword box, and you are transported to that location in just seconds.

Many of the keywords on America Online are intuitive. If you want to learn more about computers, for example, you type the keyword Computing. If you want to read the latest issue of Time magazine online, type the keyword Time. The Keyword Help button on your Keyword box brings up a list of current America Online keywords.

Using the Directory of Services Option

This option is another shortcut to finding the area you want to visit on America Online. When you choose Directory of Services while online, the Directory of Services window appears on-screen in a few seconds. **This window accesses America Online's database, which enables you to search the entire network** for the area or topic you want to know about.

Select **Search the Directory** from this window, and **enter the name of the area or the subject you want to know about**. If locations that match your description can be found--and they usually are--you see a list of those areas, along with a summary of what the area deals with and the keywords with which you can navigate to that area quickly.

Using the Lobby Option (Ctrl+L)

This command **takes you to the Lobby** of America Online's People Connection.

Using the Members' Online Support Option

If you want to **check your America Online bill, solve a problem with your software, or just learn more about the features available to you online**, this option is the one to use. What's more, this area is free, meaning that you aren't charged for the time you spend in the Online Support section. A dialog box appears, asking you to confirm that you want to go into a free area, because other chat or gateway windows are closed in this area.

Using the Network News Option

Whenever America Online needs to send a message to everyone that's online at that moment, the program handles it through the Network News feature. With the Network News option, **you can review all the items that have been sent to**

you during your online session. This option is useful if you've closed the Network News window to get more screen space with which to travel online.

Using the Edit Goto Menu Option

When you install America Online software, you have a list of ten regular spots to which you can travel simply by pressing two keys (Ctrl plus a number from 0 to 9).

Editing the Go To menu is a simple task. Just follow these steps if you want to change the default destinations which are set by the software.

1. **In the Edit Goto Menu dialog box, type the name of the area you want to visit on the left, and the online keyword on the right. To move quickly from one entry to the next in the dialog box, just press Tab.**

2. **After you've made your changes and additions to the Go To menu, click on the Save Changes button. Your changes appear immediately in the Go To menu and are available immediately through your keyboard shortcuts.**

Using the Mail Menu

Perhaps the most rewarding part of your online experience is the ability to send and receive electronic mail. The major features for creating and reading E-mail are found in the Mail menu.

You can compose your E-mail online, or do it off-line and send it with a Flash Session. The following paragraphs describe the options you find on the Mail menu.

Using the Compose Mail Option (Ctrl+M)

This command **brings up the regular America Online E-mail window**. It consists of a blank mail form that you can fill in and send while online.

Using the Read New Mail Option (Ctrl+R)

When you receive an announcement online that mail is in your mailbox (or when you see the icon change on your Welcome screen), just select this option, **press Ctrl+R, or click on the You Have Mail icon at the bottom left of your AOL Welcome screen**. If you haven't received any new mail, the label No Mail appears beneath the icon.

Using the Check Mail You've Read Option

If you want to **recheck mail you've previously read**, this option is the way to do it, while you are online. You can use this feature to find out whether other recipients of this mail have seen it too. Your previously read mail is stored in this list for one week after you've read it.

Using the Check Mail You've Sent Option

If you're not sure whether you've sent a letter to another America Online member or you want to find out when it was received, just check this item while you're online. You then see a window listing all the mail you've sent. You can reread the message yourself, or click on the Status button to find out who read it and when. Unread mail is stored here for 30 days; otherwise, it's removed inside of two weeks.

Using the Fax/Paper Mail Option

America Online is **a service that enables you to send mail to someone who isn't and online member**. You can have your letter sent as a fax or via US Mail. When you select this option while online, your bring up a window that contains full instruction on how to use this service, along with the prices for this extra-cost service.

Using the Mail Gateway Option

This option **takes you to America Online's Internet connection**, your gateway to sending and receiving E-mail throughout the world on vast Internet networks.

Using the Address Book Option

As you develop a list of regular online friends, you'll want to put their names in your personal Address Book. This list is your own Rolodex that you can use to send mass mailings to a number of recipients or merely to look up the name of a single individual.

Using the Members Menu:

Using the Send an Instant Message Option (Ctrl+I)

An instant message is America Online's way of enabling you to hold an interactive "conversation" with another member, in private. **Simply select this option, type the online address of the person to whom you want to send the message, and then enter your message. Click on Send or press Enter**, and your message is sent almost instantaneously.

Using the Get a Member's Profile Option (Ctrl+G)

If you want to **learn more about an online member**, using this option is the way to do it. If the member has created an online profile, you can view it by selection this option.

Using the Locate Member Online Option (Ctrl+F)

Not sure whether your online friend is going to "meet" you at the appointed hour? Here's how to find out whether they're online. **If the member is attending a chat or an online conference, you receive a message announcing where the person is. Otherwise, you are just notified that the person is online**.

When you select this option, enter the screen name of the member for whom you're searching, and press Return or Enter. If that member is online, you know about it in just a few seconds.

Using the Search Member Directory Option

If you're not sure whether someone is a member of America Online, you can search the member directory and find out. **You can look for a member by his or her real name or "screen" name**. You also can examine members' online profiles, if they've posted one, and update your own profile at the same time.

Using the Edit Your Online Profile Option

When you sign on to America Online for the first time, you give yourself a screen name--a unique mailing address that's used as a primary address on your master account. You can add up to four additional screen names to this account, perhaps for different members of your family, or to created an "alter ego" for yourself.

Sending a message on America Online:

When you first logon to AOL you will create your online name and type in your password. Be sure your password is something common only to you. A name, a series of numbers, anything consisting of four to 11 letters and/or numbers can be used as a password.

Next you will see an AOL Welcome screen. **Notice that your logon name appears in the top bar of the Welcome screen**. As you look around this screen you will see two icons on the bottom left. The first is Discover AOL and the second icon is an envelope. When you have E-Mail this icon will let you know with a written notice and a sound when you first logon. If your icon tells you there is mail--Check your mail!!

America Online Basic Commands:

Using the New Option (Ctrl+N)

America Online comes with a **basic text editor, kind of a simple word processor, so you can write little memos, even a simple letter**, or just paste text you might have grabbed from other memos or message windows online. The Memo feature is not quite as full-featured as your word processing program. For example, it's limited to 32,000 character (less than 5,000 words), not quite large enough fro your new novel, but enough for a long letter. As with any other America online text window, you can save and print your memo.

Using the Open...Option (Ctrl+O)

Choosing the Open... command brings up your standard Windows Open dialog box. It **enables you to open text documents**. Your are limited to 32,000 characters in an open file window; it the file is longer, you can view it in separate pieces. Just choose the More button to view the next piece of the file.

Using the Save Option (Ctrl+S)

This command saves the contents of your document window to a file that's written to disk. If you haven't saved the file before, you see a dialog box, enabling you to give the file a name.

Using the Save As... Option

This option enables you to save your document under a new name. When you select this option, you see a standard Windows dialog box in which you can specify the new name of your file.

Using the Print... Option (Ctrl+P)

Choosing the Print... option produces your regular Print dialog box. **It enables you to print from any open text window**. **You can print a memo, your E-mail, a conference window, a message, or any other displayed text on America Online**. If a window has more than one text window, such as the opening window of an online department, you should move the cursor to the text file you want to print. You can move the cursor either by clicking with the mouse or pressing the Tab key.

Using the Print Setup... Option

Choosing the Print Setup...displays your standard Print Setup dialog box, in which you can **change your page size and orientation (portrait or landscape) and select various printer options**. These options vary depending on the kind of printer you have.

America Online Commands:

Using the Download Manager Option (Ctrl+T)

Downloading is a process of transferring a file from America Online's huge software libraries right to your computer. The Download Manager enables you to choose one or more files to download during you online visit. The file are placed in a download queue or sequence. You can begin the download process at any time during you online session or when you log-off. You learn how to configure the Download Manager to work best for you.

Using the Logging Option

During your visits to America Online, you sometimes might want to see the contents of a message area or an online conference so that you can view and print them later. You have two main logging options in your America Online software.

The first option is the Chat Log. During your online travels, you might attend a chat in America Online's People Connection or an online conference. **The Chat log enables you to record the entire conversation.**

The second option is a Session Log. **With this log, you can record all the text that you read during your visit to America Online**. The log doesn't record the mail you send or the messages you post, but you can save those anyway, using the save command described previously. (You also can log instant messages if you check that option at the bottom of the Logging dialog box.)

To use your online tape recorder, follow these steps:

1. **Choose the Logging... option from the File menu, which opens the Logging dialog box.**

2. **Select the kind of log you want to record.**

3. **Click on the Open button. You the see a dialog box much like the Save As. dialog box, where you are asked to name you file and indicate where it is to be saved. The log is given a default name,**

such as session.log, but you can give the file any name you want, so long as it contains no more than eight characters.

4. **If you want to end the online recording process, just return to the File menu, select Logging..., and choose the Close button in the Logging dialog box.**

5. **When you decide to resume the logging process or add to a previously created log, you need to click on the Append button in the Logging dialog box.**

The logging process is flexible. You can open both logs at once if you prefer. What's more, you can append or close each log separately, depending on which one you've highlighted when you make your choice.

NOTE: Remember, America Online software can read only 32,000 characters in a single text window. When you want to read additional segments of a long file, you need to select the More option in your Open dialog box.

Using the Stop Incoming Text Option (Esc)

When you open a text window, the text begins to display in the window as it is received from America Online. **If you want to stop this incoming text, select the Stop Incoming Text option, or press the Esc key**.

Using the Exit Option (Alt+F4)

If you are still online when you choose to Exit for the File menu, you see a dialog box asking whether you are sure that you want to sign off (log off) from America Online. You can select **Yes to be signed off within a few seconds, but the America Online application remains open for you to continue your work off-line**. Or you can **select No and continue you online session**. If you select the **Exit Application option at the right side of the dialog box, you are logged off, the America Online application is closed**.

Using the Edit Menu

The first five selections on the Edit menu are much like what you'll find in any Windows application. They are Undo (Ctrl+Z), Cut (Ctrl+X), Copy (Ctrl+C), Paste (Ctrl+V, and Select All (Ctrl+A).

The **Crop option** is a part of version 1.2 of America Online's Windows software (it is not a part of earlier versions of this program). This option **enables you to crop a portion of an image file you are viewing with the software, and to copy the portion into another document**.

If you need to refresh your skills on these and other standard Windows commands, please check the manuals that came with your Microsoft Windows software.

Using the Go To Menu

The Go To Menu is your launching pad on America Online. It's your gateway to loads of undiscovered treasures that you can find during your travels online.

Setting Up and Signing On

This window appears automatically when you open your America Online software. You use this window to begin your online session or to change your modem setup.

Click on the Sign On button at the left of the window (or press Return of Enter) to begin the logon process. You use the Setup button in the middle of the window to change your connection phone numbers or your modem settings, and the Help button on the right to bring up the online Help menu to get you through the rough spots.

Using the Window Menu

As you continue to travel through the America Online community, your screen will soon become cluttered with many open windows. **The Window menu is your tool for cleaning and clearing your screen**.

NOTE: Notice that at the bottom of the Window menu is a list of all open America Online windows. After you've opened this menu, you can type the listed number to bring that window in front.

Using the Tile Option

As you travel online, you begin to open window after window, and finally your desktop starts getting awfully cluttered. **Tiling the windows enables you to place them side by side, neatly**.

Using the Cascade Option

Cascade is another option you can use to organize your online windows. **The Cascade option overlaps windows in neat form, from left to right, with the title of each window clearly displayed**.

Using the Arrange Icons Option

The Arrange Icons feature **arranges all icons neatly within an active window**.

**Using the Close All Option

Everything has its limits, and your America Online software cannot just open an unlimited amount of windows without the chance that the program will run out of memory. Periodically choosing this option to close all the windows is a good idea. It cleans up your workspace once again.

Using the Remember Window Size and Position Option

You might decide that the default size of an America Online message window is too small or too large fro your screen. **You can use this option to enable the program to recall the size and position of the type of window (E-mail, message, or whatever) that you have just chosen, so the program always opens that window in the same location with the same window size**.

This feature doesn't work for all America Online windows. If it doesn't work in a window you've opened, the option appears grayed out in the Window menu.

Using the Remember Window Size Only Option

This option is similar to Remember Window Size and Position, but as you might expect, **the position of the window is not saved**.

Using the Forget Window Size and Position Option

If you decide **to change the window to its default size and location**, choose this option.

Getting There By Keyboard

If you don't have a mouse hooked up to your computer, or you simply prefer using your keyboard, **America online has a host of keyboard commands that are simple to learn and use**. The keyboard shortcuts appear next to the matching menu commands, but some of the shortcuts are described in more detail in the following paragraphs.

Using the Tab Key

Suppose that you are composing a letter to another America Online member. You can **use the Tab key to move from one field to another**, such as from the Subject field to the field where you write your letter. The Tab key works in any area where more than one field is available to choose. **Holding down the Shift**

and Tab keys at the same time enables you to move back to the previous field.

Pulling Down a Menu

To use the keyboard to open a menu, follow these steps:

1. **Each menu bar item, such as File or Edit, has an underlined letter. If you press the Alt key plus that underlined letter, the menu drops down, and a rectangle highlights the first entry in the menu.**

2. **Use the down-arrow key if you need to move the highlight down to the item you want to use.**

3. **Use the up-arrow key if you need to move the highlight up to the previous item.**

4. **Press Enter to activate the highlighted menu option.**

Viewing a List of Keyboard Commands

This section contains a list of many of the keyboard shortcuts available with your America Online Windows software.

Function	Keyboard Shortcut
Access Download Manager	Ctrl+T
Cancel an action	Esc
Close a window	Ctrl+F4
Copy	Ctrl+C
Cut	Ctrl+X
Find a member online	Ctrl+F
Get member info	Ctrl+G
Move to previous button	Shift+Tab
Move to the next button	Tab
Move to the next window	Ctrl+F6
Open an new text file	Ctrl+N
Open an existing file	Ctrl+O
Open/Browse Dept. window	Ctrl+D
Open Keyword window	Ctrl+K
Open Lobby window	Ctrl+L
Open Mail window	Ctrl+M
Paste	Ctrl+V
Read new mail	Ctrl+R
Save a file	Ctrl+S
Scroll up a page	PgUp
Scroll down a page	PgDn
Send an instant message	Ctrl+I

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America Online Class Report

Traveling to
London, England

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Preparation:

When preparing for a long trip there are many things to consider. You must decide on a place to visit, the amount of money you wish to spend and the length of your stay.

The destination for this trip is to London, England, for two. Our budget is $10,000. We will plan a daily schedule for a two week stay.

The first step we took was to see if a passport was necessary for our trip. We did need passports and we found all of the necessary information using **America Online** to connect to the **World Wide Web**. We used the **Internet Connection** button found on **America Online's Main Menu**. When the **Internet** window appeared we selected **Search the Web - WEB** from the text list on the right of the window. When the Web page appeared we typed the word "**passport**" in the search box found in the lower left corner of the window. We found Bennet Products Passport Express in the listing of information that was retrieved for us. From this listing we found all of the information necessary to obtain a passport. The passports will cost approximately $155 each.

The next step was to answer the question; How far will the American dollar take us in England? We needed to find the rate of currency exchange. We clicked on the **Travel** button on **America Online's Main Menu**. When the **Travel** window appeared we clicked on **Frommer's City Guides** from the text menu on the right side of the window. Next we chose **London** from the list of cities to visit. When the next window appeared we clicked on the **Search Frommer's City Guides** in the lower left corner of the window. In the search

box we typed "**currency**" and pressed enter. We were given a listing of exchange rates and as well as locations where we could go to make our exchange once we arrive in London. The exchange rate is $1.50 American to 1 British pound. Along with the exchange rates and exchange locations, we were given information on the use of Traveler's checks, Personal checks, and which credit cards are widely used in London.

Now that we know our destination, purchasing the airline tickets was next. There was a great deal of information on the internet about purchasing airline tickets. We found a flight schedule, which airports we would land at and depart from, what to expect on the airplane, and some tips on how to avoid jet-lag. We found all of the information we needed to make airline reservations, but not the final cost of the tickets. (There are services on the internet with which one can make complete reservations using a credit card. These services will give the final cost.)

We know where we are going, how we are going to get there, and what to expect with the currency. Our next step was to make hotel reservations. We found a number of hotels listed in **Frommer's City Guides**. The listings include low, medium, and high priced hotels. We chose a medium priced hotel. We decided to stay at the Alexander Hotel, at 9 Sumner Place. It is located on South Kensington, giving us easy access to busses, taxies, and shopping establishments within walking distance.

Before our trip can begin we need to prepare a wardrobe. To do this we needed to know what kind of weather to expect while in England. We found that

information in **Frommer's City Guides** as well. We chose to do a search for this information. From the list of cities to visit window we again selected London. When the next window appeared we clicked on the **Search Frommer's City Guides**. We typed the word **"weather**" in the search box and pressed enter. When the listings appeared we selected the one we thought would be most helpful. We found that it might be cool and rainy, average temperature will be the 50's to mid 60's during the time we scheduled our trip. Now we know what type of clothes to pack for our trip.

Here are a some facts we discovered while searching for information for our trip. London was originally named Londinium by the Romans. English summers rarely get hot. Though speaking English, some words and slang have very different meanings from that of American English. Cockney rhyming slang such as "it's up the apples and pares," means up the stairs, or "Where's the dog and bone?" means where is the telephone.

ITINERARY

Now we can begin to plan a daily schedule for our stay in London.

Departure: **May 10**. We will leave from the ABE International Airport, flying with United Airlines at 2:30 PM, on flight 6153. We will arrive at Dulles International Airport in Washington, DC at 3:32 PM for a lay-over of about three hours. Our next flight, leaving at 6:25 PM, will take us to London's Hearthrow Airport. We will arrive in London at about 6:20 am, May 11.

May 11: Breakfast is included in the price of our room. At 11:00 am we will visit Fortnum & Mason Ltd. It is claimed to be the world's most elegant grocery store. Fortnum & Mason prides itself on it swallow-tailed attendants; a British tradition dating back to 1707. The chocolate-and-confectionery department is on the ground floor, while other floors will tempt us with china and glass, leather goods and stationery, antiques of all kinds, and more. It sounds as though we will spend much of the day here. For dinner we decided on the Hard Rock Cafe. It is located at 150 Old Park Lane. The Cafe is a southern/midwestern American roadside diner with American cuisine.

May 12: We will leave the hotel around 9:00 am to visit Westminster Abbey. Much of the history of England took place here. It has been the venue for all but two coronations since the time of William the Conqueror in 1066. Most of those same kings and queens are also buried here. The highlights include the Coronation Chair, made in 1300, Poets' Corner, and the grave of the Unknown Warrior. The abbey is also open for Sunday services which we plan to attend. After services we will also see some of the Houses of Parliament

which are located next door to the abbey. For a late lunch we will take a cab to the Regency Hotel's Pavilion Restaurant located at 100 Queen's Gate. Menu selections are modern dishes based on prime seasonal produce, as well as prime beef, a variety of fish, charcoal grilled steak, vegetarian dishes, and much more.

May 13: Today's trip will be to the Tower of London. The Tower is a medieval fortress. It has been a castle, a palace, and a prison in it's long history. We will take a guided tour of the Tower. For lunch we decided on the Dickens Inn by the Tower restaurant. It is located at St. Katharine' s Way. This three-floor restaurant is within the solid brick walls of an 1830 structure first used as a warehouse for spices pouring into London from afar. Is main decorative allure derives from massive redwood timbers of its original construction. This restaurant is only opened for lunch from 12:00 until 3:00 for lunch, so we decided to have a late lunch and then return to the Tower to visit the Jewel House to see the Crown Jewel exhibition. In the evening we will see the 700-year old ceremonial locking of the main gates of the Tower.

May 14: We will make reservations for dinner before we leave the hotel. Today we will be visiting Saint Christopher's Place. It is said to be one of London's most interesting shopping streets. We expect to find antique markets and shops of women's clothing and accessories. For dinner we will take a cab to the Tower Thistle Hotel's Carvery Restaurant, located at St. Katharine's Way. This restaurant overlooks the Thames river. Everything is served buffet style. We can enjoy our dessert with a large complementary cup of American-style coffee.

May 15: We have decided to have both breakfast and lunch brought to our room today. We will be very busy for five days and decided we would enjoy a quiet day relaxing. In the evening we decided to visit the Wag Club located at 35 Wardour St. This popular dance club is set behind an innocuous-looking brick facade in one London's entertainment districts. Its' two levels are decorated with unusual murals some with themes from ancient Egypt, others with snakes. Various evenings of the week are set aside for different musical genres, including rock & roll, jazz, or "dance house." We will have our dinner in the Cafe de Paris which is located around the corner from the Wag Club. Before going out for the evening we will take a cab to one of the casinos located in the West End. It seem you are required to become a member of a club 24 hours before you can gamble there.

May 16: We will visit Buckingham Palace today. It is popularly known a "Buck House" and has been the home to royalty since 1837. Until recently, tourists were not allow in to see the palace. Unfortunately for us, the palace is only open to the public during the months of August and September. So we will look around the outside and take pictures where ever we can. From there we will see the Changing of the Guard at Buckingham palace. It is said to the best free show in town. The ceremony itself starts at 11:30 am; so we will have to arrive early for a good view. From here we will have lunch at a local cafe. For dinner we will take a cab to the Pelican restaurant. It is located at 45 St. Martin's Lane. The cuisine is French/International and the prices are fairly good. The Pelican is a favorite of the nearby theater goers.

May 17: We have decided to do more shopping today. We will be going to the Aquascutum, located at 100 Regent St. It is said to be a

quintessentially British as you'll ever get. On four floors, this classic shop offers only high-quality British and imported clothing (including leisure ware) for men and women. The Season's Cafe is located on the third floor. This will be our stop for lunch. In the evening we will return to the West End and the casino to which we became a member.

May 18: This afternoon we have decided to go to movie matinee. We will have lunch at the movie. In the evening we have decided to go to a Jazz & Blues club. The Bull's Head is located at 373 Lonsdale Rd. It has presented live modern jazz every night of the week for more than 30 years. One of the oldest hostelries in the area, in the mid-19th century it was a staging post where travelers on their way to Hampton court and beyond could eat, drink, and rest while coach horses were changed. Jazz concerts are presented from 8:30 until 11:00 PM. We can order dinner at the Carvery in the Saloon Bar or dine in the 17th-century Stable Restaurant.

May 19: We decided to spend the part of day relaxing. Around 2:00 we will ask the hotel chef to prepare a basket lunch to take with us on a walk around Hyde Park. This is central London's largest park. Originally a hunting forest belonging to Henry VIII, it now offers boating and swimming on the Serpentine Lake and horse-riding on a circular riding track called Rotten Row. On Sundays, at "Speaker's Corner" near the Marble Arch, you can listen an animated soapbox orators exercising their right to free speech. The soapbox orator speeches promise to be interesting. At 7:00 PM we will take a cab to the Citie of Yorke restaurant at 22-23 High Bolborn. This restaurant, we discovered, stands near Holborn Bars, the historical entrance to London. The entrance is marked by dragons holding the coat-of-arms of the City between their paws.

Persons entering and leaving London were checked and paid tolls here. A pub has stood on this site since 1430.

May 20: Today we will visit St. Paul's Cathedral. The original St. Paul's Cathedral was destroyed by the Great Fire of 1666. The current cathedral, designed by Sir Christopher Wren, took 35 years to build; it was finished in 1710. The narrow stairway up to the 281-foot Golden Gallery is not for those with claustrophobia or a fear of heights. But, we will see why the view was used for spotting fires all over London during the booming raids in World War II. For dinner we will take a cab to Bloom's located at 90 Whitechapel High Street. This is one of London's most famous Jewish restaurants. It was established in 1920.

May 21: This evening we will be attending the theater. The tickets we reserved are for the Globe, located at 33 Shaftsbury Avenue. This theater was named in honor of William Shakespeare's legendary playhouse (which actually stood beside the Thames River of long ago), one of the row of theaters on the this street. Dramas, bedroom farces, restoration comedies, and musical are presented here, in a gilded-cage setting originally built in 1906. For dinner we will again take a cab to the Pelican restaurant.

May 22: Today we will enjoy one of London's biggest antique markets. We will be going to Alfie's Antique Market located at 13-25 Church Street. It is one of the best-stocked conglomerates of antique dealers in London, all crammed into the premises of what was built for 1880 as a department store. Named after the father of the present owner--an antiques dealer in London's East End before the war--it contains more than 370 stalls, showrooms, and workshops scattered over 35,000 square feet of floor space. We will take a

cab to the Porter's English Restaurant at about 7:00 PM. The restaurant is located at 17 Haietta Street. This place is owned by the current Earl of Bradford, who is a frequent visitor. It has a friendly, informal, and lively atmosphere in comfortable surroundings on two floors. Porter's specializes in classic English pies, including steak and kidney, lamb and apricot, and chicken and broccoli. Main courses are so generous that the menu wisely eliminates appetizers.

May 23: No trip to London would be complete without a visit to the world famous Harrods department store. It is London's top store, Harrods is an institution, and visitors have come to view it as a sightseeing attraction. Some of the goods displayed for sale are works of art, and so are the 300 departments displaying them. The sheer range, variety, and quality of merchandise is dazzling--from silver and pewter to clothing, from food to fabric, and pianos to delicatessens. The store has been refurbished to restore it to the elegance and luxury of the 1920s and '30s. The whole fifth floor is devoted to sports and leisure, with a wide range of equipment and attire. Toy Kingdom is on the fourth floor, along with children's ware. The Egyptian Hall, which is opened in 1991 on the ground floor, sells crystal from Lalique and Baccrata, plus porcelain. There's also a men's grooming room, an enormous jewelry department, and the Way In department for the younger customers. We will have a choice of 11 restaurants and bars at Harrods. One of the highlights is the Food Halls, stocked with huge variety of foods. We will be spending most of our day here.

May 24: Today we will need to pack our belongings and prepare for our trip home. At 2:00 PM we will take a cab to Heathrow Airport for our

flight home. We will arrive ABE International Airport at about 6:30 AM, May 25.

CLOSING REMARKS

Preparing this report was a great learning experience. The information on the **WWW** is so abundant that we were able to find more information than we needed. As we were completing this report America Online added the **Digital City** homepage. **Digital City** has as much information as **Frommer's Travel Guides** and more. We could have searched the **WWW** forever and continued to find new and interesting information on London.

There did not seem to be enough time in this two week trip to see all that London and the surrounding area had to offer. Perhaps another trip to London is in order?

Cost Sheet

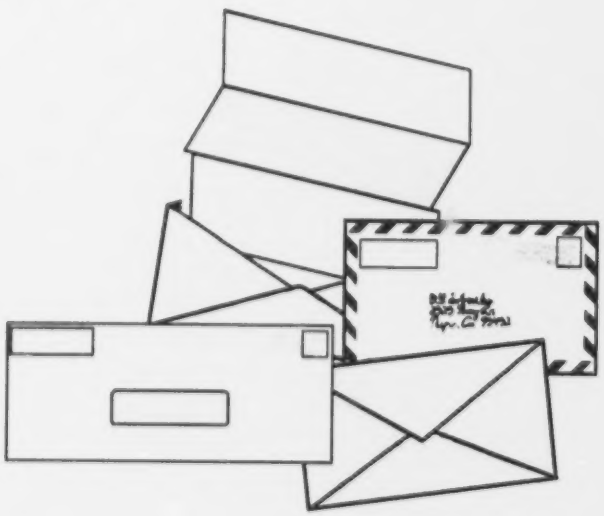
1-May-96

Item	Location	Cost US $	Cost British L
Passports	US	$310.00	L.0000.00
Airline Tickets	Round trip US to UK	1,500.00	0.00
Hotel Room	Alexander Hotel	2,380.00	1,638.00
Dinner	Cittie of York Rest.	45.00	30.00
Department Store	Fortnum & Mason Ltd.	500.00	375.00
Dinner	Hard Rock Cafe	60.00	45.00
Sight Seeing	Westminster Abbey	16.00	10.70
Sight Seeing	Houses of Parliament	0.00	0.00
Dinner	Pavillion Restaurant	60.00	45.00
Sight Seeing	Tower of London	23.80	15.90
Dinner	Dickens Inn	63.00	42.00
Shopping	Saint Christopher's	500.00	375.00
Dinner	Carvery Restaurant	44.80	29.90
Dance Club	Wag Club	100.00	66.00
Dinner	Cafe de Paris	63.00	42.00
Sight Seeing	Buckingham Palace	0.00	0.00
Dinner	Pelican Restaurant	49.20	21.90
Shopping	Aquascutum	150.00	100.00
Lunch	Season's Cafey	30.00	20.00
Casino & Dinner	West End	500.00	375.00
Movie	MGM Cinema	21.00	14.00
Jazz Club & Dinner	Bull' Head	100.00	66.00
Sight Seeing / Dinner	Hyde Park	60.00	45.00
Sight Seeing	St. Paul's Cathedral	15.00	10.00
Dinner	Bloom's Restaurant	40.50	27.00
Theater	The Globe	75.00	50.00
Dinner	Pelican Restaurant	49.20	21.90
Shopping	Alfie's Antique Market	300.00	200.00
Dinner	Porter's English Rest.	47.2	31.50
Shopping	Harrods Dept. Store	500	375.00
Transportation		300	200.00
Souvenirs/Extras		500	375.00
GRAND TOTAL		**$8,402.70**	**L.4646.80**

Lehigh Carbon Community College

Allentown City Site

America Online Class
Student Evaluation



AMERICA ONLINE CLASS QUESTIONNAIRE

Lehigh Carbon Community College
Allentown City Site

NAME: ___April____.

1. Have you used a computer before attending this class?
   YES __X___ NO _____ **I have a computer at home.**

2. Have you learned the basics of using a computer during this class?
   Yes

3. Do you feel the typing tutor was helpful when learning to type?
   YES __X__ NO _____ **I took typing in school and the typing tutor helped me brush up on my typing.**

4. Did you find it difficult working with America Online?
   I had America Online on my computer at home, so I knew how to do some of the things we were learning.

5. Did you find the necessary information for your class projects on the internet using America Online?
   The searching was fun. I learned how to get to places that didn't interest me before. The information we needed was not hard to find.

6. How do you feel about using E-mail to send and receive letters?
   I enjoyed writing by E-mail because I got to communicate with different people from different countries. Most of all, I learned more about their culture and the things they liked to do for fun.

7. Do you think there was enough time spent in class or do you think there should have been more class time?

It would have been better to have longer class time and more times a week.

8. Do you think that some of the skills you have learned in class will help you in the future?
Yes, I learned to work with a team to get something done. And working on the computer and America Online are good skills to have.

9. Was this class what you expected?
I did not know what to expect from this class, but I learned alot.

10. What did you enjoy most about the class?
Being able to do different things on the computer, like typing and sending the E-mail letters and it was lots of fun working with the other students.

AMERICA ONLINE CLASS QUESTIONNAIRE

Lehigh Carbon Community College
Allentown City Site

NAME: Ana.

1. Have you used a computer before attending this class?
   YES _____ NO __X__

2. Have you learned the basics of using a computer during this class?
   Not all of the basics, but this class gave me a good start.

3. Do you feel the typing tutor was helpful when learning to type?
   YES __X__ NO _____

4. Did you find it difficult working with America Online?
   Once you learn how to use it and the mouse it was not too difficult. I never thought I would be able to learn how to use a computer.

5. Did you find the necessary information for your class projects on the internet using America Online?
   Once you found out where to look there was lots of information.

6. How do you feel about using E-mail to write letters?
   Using E-mail was fun. We could write to people from different countries and learn how they live and what they enjoy. We had two penpals from Japan who helped us learn alot about Japan.

7. Do you think there was enough time spent in class or do you think there should have been more class time?
   I would have liked to have the class longer and three times a week.

8. Do you think that some of the skills you have learned in class will help you in the future?

Yes, because today you need computer skills to find a good paying job. Most of the jobs in the paper require some kind of computer skills. This class has given me a little more confidence in myself.

9. Was this class what you expected?
I didn't know what to expect from this class. I never used a computer before and did not know what the internet was.

10. What did you enjoy most about the class?
I enjoyed working with the different people in class and getting the E-mail letters.

AMERICA ONLINE CLASS QUESTIONNAIRE

Lehigh Carbon Community College
Allentown City Site

1. Have you used a computer before attending this class?

   YES _____ **NO** _____

2. Have you learned the basics of using a computer during this class?

3. Do you feel the typing tutor was helpful when learning to type?

   YES _____ **NO** _____

4. Did you find it difficult working with America Online?

5. Did you find the necessary information for your class projects on the internet using America Online?

6. How do you feel about using E-mail to send and receive letters?

7. Do you think there was enough time spent in class or do you think there should have been more class time?

8. Do you think that some of the skills you have learned in class will help you in the future?

9. Was this class what you expected?

10. What did you enjoy most about the class?